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ABSTRACT

Some 26 abstracts of papers presented at the Conference are compiled in this report. Topics include papers by noted specialists on: (1) programed language instruction (2) Milivox, (3) individualized instruction, (4) Spanish phonetics, (5) linguistic analysis, (6) semantics, (7) the comparative in English, (8) inflectional and derivational paradigms, (9) Vietnamese dialectology, (10) ostensive grammar, (11) Central American Spanish, (12) case grammar in child bilingualism, (13) syllable deletion in rapid English speech, (14) idioms, (15) phonemic change, (16) Norwegian and Swedish affricates, (17) liaison in French, (18) syllabification in English, (19) synchronic generative phonology, (20) Germanic-Latin-Osco-Umbrian correspondences, (21) syncope, and (22) phonology. (RL)

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ABSTRACTS OF THE PAPERS PRESENTED

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at the *University of Kentucky Foreign Language Conference*

Saturday, April 29, 1972 9:00 AM---Student Center Theatre

Programmed and Individualized Foreign Language Instruction: The Chances for their Professional Acceptance---Ralph Ewton, Jr., University of Texas at El Paso

Programmed and other forms of individualized instruction offer real possibilities for the improvement of foreign language instruction. These modes of instruction have, however, been proposed to the language teaching profession for the most part in forms which require radical changes in the teaching methods now employed by the majority of teachers. While such radical changes in methodology are theoretically commendable, the realities of professional conservatism dictate a number of interim compromises between the old and the new. Furthermore, even such compromises are likely to be adopted only very slowly unless they are incorporated into commercially pre-packaged language course materials resembling the traditional textbook and its usual supplements. In the area of individualization, the needed commercial materials are notably lacking.

This paper suggests a number of uses of programming which would allow the teacher a trial use of this instructional mode without a commitment to a totally programmed course. For example, textbooks could be hybridized, offering programmed phonology or morphology sections while retaining a traditional format in other areas. Short supplemental or remedial programs could be used in conjunction with existing conventional materials.

Individualized pacing of working through existing texts should be planned and promoted by more textbook authors. The provision of multiple learning tracks within otherwise conventional testbooks would allow the teacher an easy first step toward individualizing the course content. Where individualized mini-courses will not be accepted as the only foreign language courses offered, they should be offered as optional supplements to the conventional course.

We must promote such modes of gradual transition wherein the traditional is accommodated alongside the new. Without such compromises it is likely that many teachers will continue to reject programmed and individualized instruction without a trial. If given a chance to try new teaching modes on something less than an all-or-nothing basis, even the conservative language teacher might be led where scholarly rhetoric alone cannot persuade him to leap.

What Is Milivox?--Jean-Marie Roy, Enseignement de Langue, Ministre de la Défense Nationale de Canada

Milivox is an ambitious program of French language teaching integrated by the Canadian Department of National Defense into the Canadian Forces community--a community of 80,000 servicemen distributed in 30 bases acrose the country.

INITIAL PROBLEM--To establish an effective program which would reach the majority of this widely-dispersed personnel.

CONSIDERATIONS--a) Expense

b) Decay of base operation, should great numbers of servicemen be withdrawn from normal duties for lengthy immersion courses.

SOLUTION--Programmed learning using the Basic French programmed course.

As a result of programmed learning, the student is responsible for his own course progress, having agreed to spend 6 hours a week, working with cassettes tapes and with his textbook. Along with other classmates of homogeneous aptitude and ability, he meets with his teacher for a 4-hour session, once a week for 40 weeks. In the classroom, the teacher creates realistic situations and uses military idioms that enable the student to apply with relevance what he has already learned.

Programmed learning, therefore, can reach the same number of students with half the number of teachers and teaching locations--thus economizing on salaries and avoiding unnecessary student upheaval.

Milivox solves the problem.

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g as Thought and Dialogue---Karl C. Sandberg, Macalester College

Out of the flux, ferment, and sense of crisis that have pervaded Foreign Language
ing in recent years have emerged abundant discussion and some implementation of the
pt of individualized instruction. Although experience suggests several caveats
lassroom strategies embodying the principles of II dangle the prospect of possible
ions to a number of the problems currently facing the profession, such as curtailing
ropout rate in FL, bridging the gap between the introductory level and the advanced
, and providing leadership while attuning FLT to the times.

The successful implementation of II depends, however, on the resolution of a dilemma:
eed for increased flexibility in order to deal with the wide range of individual
rences and the need for increased control in order to prevent floundering and confused
. It is the thesis of this paper that this dilemma can best be resolved for the
em of reading by the adoption of a cognitive approach combined with the appropriate
f programmed materials.

The profession has hitherto relied heavily upon variations of rote and behaviorist
iques to teach reading, which has been viewed as a set of conditioned responses and
efore as an essentially passive skill. The approach here advocated views reading
n essentially active process involving (1) a continual intellectual effort of inter-
ation (reduction of uncertainty) and (2) a continual response, or dialogue between
ent and author, student and text, student and teacher, and student and student.

The control necessary to a program of II is provided in this model by a combin-
n of self-diagnosis on the part of the student and the development and utilization
is cognitive processes. The instructor thus shifts the emphasis from teaching the language
he students and toward teaching the students how to learn the language, so that the
rol once exercised by the teacher is assumed by the student.

The flexibility necessary to II is provided in large measure by programmed materials
oying new formats which aid instead of hinder the cognitive processes.

An application of these ideas to the problem of the second year course is described
ome detail.

rams and Individuals---Aaron S. Carton, State University of New York

In this paper, possible meanings of individualization in education are explored in
r to clarify its implications for programmed language instruction. It proceeds by
idering a dimension for characterizing the "minds" or intellectual mode of operation
tudents. Next, a dimension for characterizing subject matter is proposed followed by
ggested dimension for classifying educational plans. Types of processes of language
isition are then located in the matrix formed by the proposed dimensions. THe possible
nings of individualization in the context of the matrix are similarly considered. Fin-
, an attempt is made to determine whether the analysis presented clarifies the implica-
ns of individualization for programmed language instruction.

The names of the dimensions follow:
Autonomy versus Docility and Responsiveness--a dimension of mind

Structure and "Emergence" versus Arbitrariness and Opacity--a dimension of subject matter

"Educative" versus "Instructive" Educational Plans

Language Acquisition: Free (wild or in natura) versus Cultivated (domestic)

Individualization: Some meanings

SPANISH REFLEXES OF LATIN /S/

J.H.D. ALLEN

University of Illinois

There are many words and forms in Castilian Spanish which show exceptions to the general rule of historical phonology that Lat. S becomes Spanish s. On closer examination, these seem to fall into two, or possibly three, homogeneous classes, with the members of each class sharing a common history. These appear to be words which Castilian has borrowed from other Hispanic dialects during the medieval period. The paper attempts to identify the classes, and distinguish them, and to make a tentative assignment to medieval dialect areas.

AD HOC RULES IN DIACHRONIC AND SYNCHRONIC ANALYSIS

SIMON BELASCO

Pennsylvania State University

Assuming the concepts of evolutive change and adaptive change as well as the distinctions made between phonetic change and diachronic correspondence, the stressed vowels in the present stem of so-called Modern French irregular verbs suggests a less regular development from Latin free stressed ŏ, ō(ŭ) than from Latin free stressed ĕ, ē(ĭ). Throughout the Old French and Middle French periods, the existence of many "doublet" verb forms attest to the cooccurrence of evolutive and analogical forces.

For more than a century prior to the standardization of the French verb system, many humanists and grammarians advocated the adoption of a style of orthography designed to "reveal the origin of verb forms". Although never explicitly stated anywhere, a series of ad hoc rules may be formulated for standard French verb forms whereby the monophthongs o, eu, ou need not have evolved regularly from the Latin vowels ŏ, ō(ŭ) but were fitted into a consonantal framework modeled on a sixteenth-century infinitive stem represented by some traditional, i.e., OF and or Latin, root. Such a formulation implies human intervention--not without historical evidence--incorporating both evolutive change and

adaptive change.

Carrying this principle one step further, it is possible to formulate a set of ad hoc synchronic rules for Modern French verb forms which not only "account for" the monophthongs o, eu, ou but also the diphtongs ie, oi--completely disregarding the regular diachronic evolutive character of the latter. This begs the question as to how a complete separation of synchrony from diachrony can prevent the status of ad hoc rules from being raised to the state of absurdity.

SEMANTICS OF COLOR TERMS

FRANCIS P. DINNEEN, S.J.

Georgetown University

On the basis of the investigations of Berlin and Kay, it would appear that there is a sense in which color terms are "natural" in that they range from two in "primitive" societies to no more than, perhaps, eleven terms that are considered irreducible in more advanced ones. This raises he problem of what content such terms could be said to have, and prompts comparison with two other sets: proper names are largely without content, and appear to be learned in much the same way as color terms. But they are purely conventional. Kinship terms, on the other hand, are founded in natural relatioships, but still patently subject to varying conventions. None of them appear to show the same semantic aspects that are found in the common terms of a language, and something about the nature of semantic features can be learned by comparing them.

THE PROPORTIONAL COMPARATIVE IN ENGLISH

CONNIE C. EBLE

University of North Carolina

A highly elliptical comparative construction occurs in such proverbial expressions as:

1) The more, the merrier.
2) The bigger, the better.
3) The less said, the better.

This construction is very productive in current English, yielding sentences such as:

4) The better the pre-natal care, the healthier the baby.

This construction, which I shall call the proportional comparative, is like other comparatives in morphology and in the amount of deletion permitted. However, proportional comparison can be distinguished from other kinds of comparison by a combination of semantic, phonological, and syntactic characteristics.

Comparison involving -er + than, for example, is direct. In 5) John is bigger than Joe., the size of John is examined alongside the size of Joe, and John is judged larger. However, in 6) The bigger they are, the harder they fall., the comparison between the two constituents is scalar and proportional. (To the degree which they are big,to that degree they fall hard.) It is not bigness and hardness which are likened, but rather unexpressed and unspecified amounts or degrees of bigness and hardness.

This paper will examine the proportional comparative in relation to proverb structure, conditionals, and anaphoric processes.

THE SIMPLE TRUTHS ABOUT VIETNAMESE DIALECTOLOGY

WILLIAM W. GAGE

Center for Applied Linguistics

One commonly hears that there are three major dialects of Vietnamese--Northern, Central, and Southern--typified by the three cities of Hà-nôi, Huế, and Sài-gòn. Although this represents a fairly accurate appraisal of the cultural importance of these three centers, it has little to do with the most basic linguistic facts. Rather than there existing a Central dialect--or even group of dialects--covering the whole of the former administrative division of Haut Annam, of which Huê (towards its southern end) was the administrative center, the dialects uniquely characteristic of Haut Annam are confined to the area of Quang-Tri (the province divided by the DMZ) and the two provinces next to the north. These dialects exhibit a number of archaic features not found in either the Northern group--which includes that of Hànôi--or the Southern group to which belong both Huê and Sài-gòn. Statements about a greater similarity between Northern and

Southern dialects as compared to those of the Haut Annam group have continually been confused by misunderstandings about the position of the Huê dialect, and often by mistaken expectations that major dialect boundaries should accord with major administrative boundaries--which, in fact, are comparatively recent.

The fundamental divisions among the three principal dialect groups are those made on the basis of tonal distinctions. Northern dialects have six tones. In the Southern dialects, the two tones named hoi and ngã have merged. A different merger, of the tone named nặng with ngã, has taken place in all the Haut Annam (or properly "Central") dialects. Mergers affecting final consonants, initial consonants, and vowels, also serve to distinguish the major dialect groups, but are less crucial than the tonal isoglosses.

Henri Maspero, in a 1912 article, supplied data on a Huê dialect having the Haut Annam tonal merger, and classified Huê as a Haut Annam dialect. THis seems to have been a major source of confusion about the dialect picture. All descriptions since, and likewise the earlier description by Cadière in 1902, present the Huê dialect as having the Southern system of tonal distinctions. Maspero's classification became familiar to people who never carefully examined his data. Not noticing that Maspero's Huê informant had used a quite different brand of the language, they evaluated the Huê dialect known to them--with its Southern tonal system--as being a typical "Haut Annam" dialect. According to Maspero, the Haut Annam dialects are set off from the others, leaving the Northern and Southern groups closer to each other. When people took it, however, that this classification was supposed to apply to the generally described Huê dialect, they either rejected the special distinctness of Haut Annam dialects altogether (not having considered any that truly belong to that grouping), or, more frequently, sought to find a greater distinctiveness in certain of the actually more superficial peculiarities of Huê speech.

INFLECTIONAL VS. DERIVATIONAL PARADIGM IN PHONOLOGICAL ANALYSIS

DAVID T. EDSALL

University of North Carolina

Phonological rules describe the phonetic differences between forms which arise in

in the course of generation from a common underlying representation. Thus they are essentially relational statements. Current theory treats inflection and derivation as grammatical processes. For the purposes of phonological analysis they are treated alike, i.e., we draw on both as evidence for phonological processes, and we treat forms related in both ways as related in the same way. Thus, the same phonological rule may apply in the generation of inflectionally and derivationally related forms.

I believe that there are significant differences between inflection and derivation which should be taken into account in a phonological analysis, differences which are frequently ignored in the often compulsive search for a common underlying representation whereever an alternation is found. For example, in Russian, there is a set of alternations which occurs in a class of verbs, e.g.

(1)	(d-ž)	3 sg.	xód-it	:	xož-ú	'go'
	(s-š)		nós-it	:	noš-ú	'carry'

as well as in the stems of nouns derived from adjectives and verbs, e.g.

(2)	(d-ž)	3 pl.	krad-út	:	kráž-a	'steal	:	theft'
	(s-š)	3 sg.	nós-it	:	nóš-a	'carry	:	burden'

I will argue that, although the alternations between forms like those in (1) and (2) are the same, they are not evidence for the same synchronic process; that in general we should not simply equate the results of phnological analyses performed on inflectional and derivational paradigms; that in particular the noun forms of (2) should be entered directly in the lexicon.

USE OF OSTENSIVE GRAMMAR TO GENERATE SEMANTIC DEFINITIONS IN TERMS OF OSTENSIVE STRUCTURES

James Gough, Jr. and Charles R. Pearson

Georgia Institute of Technology

An important problem in the testing of any theory of semantics is the production of an adequate data base. In order to test the ostensive theory of semantics a large number of words whose meanings have been defined in terms of ostensive structures should be available. Ostensive grammar itself can serve as the tool for framing these definitions.

To illustrate this point, the present paper shows how an ostensive grammar may be used to define "angle" and "rotation" in terms of ostensive structures.

PHONOLOGICAL TYPES OF CENTRAL AMERICAN SPANISH

VLADIMIR HONSA

University of Nevada, Las Vegas

In Central America, from Guatemala to Panama, many languages and dialects are spoken, some of which do not even have yet a name. Their basic structures can be divided into four linguistic types. One of these types is Spanish.

Especially to this region, one thousand miles long, applies what Juan M. Lope Blanch of the University of Mexico wrote for the Indiana University collection Current Trends in Linguistics: "With regard to some American regions we ignore almost completely how their Spoken Spanish really is. With regard to other zones, we possess only scattered data which are not always trustworthy."

This paper attempts to analyze, describe, and classify the Central American varieties of Spanish phonological system, showing how eminently suitable Spanish phonology is for dialect classification.

CASE GRAMMAR CONTRASTS IN CHILD BILINGUALISM

CAROLYN KESSLER

St. Mary-of-the-Woods College

Child bilingualism gives empirical support to the concept that at the deepest or most abstract level of structure, languages share a common base. Language-specific characteristics result from unique sets of transformational rules generating surface realizations. Contrasts, the similarities and differences between the grammars of two or more languages, are considered in terms of linguistic competence.

This paper reports an investigation made of late-developing syntactic structures in a selected group of children, age 6 to 8, bilingual in Italian and English. Evidence that

similar structures in the two language were developing in the same sequential pattern and at approximately the same rate suggests that these structures are shared in the deep structure. Contrasts between the two languages account for variations in the sequencing of acquisitions.

For the set of syntactic structures tested through a battery of psycholinguistic comprehension tests, a case grammar analysis suggests that the model is well-suited to providing a framework for the type of generalizations and predictions needed in child language studies. In terms of this model, linguistic complexity, accounting for the sequencing of structures with respect to each other, is describable through explication of case relationships and expansions together with assignment of syntactic features to certain case categories.

The simultaneous acquisition of two languages by children supports the theory of language universals and language uniqueness in terms of specifiable rules. Case grammar provides a model for formulating those rules in a series of contrastive statements.

INITIAL SYLLABLE DELETION IN RAPID ENGLISH SPEECH

LYN KYPRIOTAKI

Temple University

The purpose of this paper is to describe in detail a prominent and widespread feature of rapid English speech: initial syllable deletion.

Three types of initial syllables which undergo deletion are identified: (1) CV, (2) VC, and (3) V.

For initial syllable deletion to occur, the syllable to be lost must be followed by a syllable bearing primary or secondary stress, and must itself occur under minimal word stress.

The three types of syllables which may be deleted share additional common characteristics. First, in most dialects the vowel must be /ə/, although a few speakers claim to have /iy/. SEcond, the frequency of deletion for each syllable type varies directly

according to the immediate environment, that is, both the immediately preceding sound and the immediately succeeding one correlate with frequency. (I will consider pause, or nothing, as a preceding environment comparable to other sounds.) Third, there are restrictions within types (1) and (2) as to what the consonant can be: thus not all syllables meeting the stress requirements and having the specified shapes may be deleted.

This paper will explore these restrictions in detail and specify those environments which favor initial syllable deletion in descending order of frequency.

AFTER ALL THIS FUSS, WHAT IS AN IDIOM?

ADAM MAKKAI

University of Chicago at Chicago Circle

The paper surveys recent theoretical proposals concerning idioms, specifically those of Weinreich (1966), Chafe (1968, 1970), Fraser (1969), and McCawley (1971); and these treatments are contrasted with the stratificational-cognitive approach (Lamb 1966, Makkai 1969, 1972). It is shown that the phenomenon of idiomaticity in natural languages comes in two principal types, i. phraseological idioms, and ii. semantic idioms.

Phraseological idioms are not subject to erroneous decodability as are semantic idioms; but they show grammatical irregularities and unpredictable behavior under variable syntactic conditions. The family of the verb take is used as example. To take a cab, take a bus, take a train, take a boat are phraseologically idiomatic: here the attractions of the verb take show the semantic feature (+ public conveyance); in forms such as take a swim, take a stroll, take a walk the feature is (+ self-locomotion on land or water + leisure).

Semantic idioms are subject to erroneous decodability by virtue of disinformation. They come in identifiable types. Hót dòg, Whíte Hoùse, bláckbìrd, Black-eyed Susan, are lexemic idioms (nominal compounds); nip and tuck, touch and go, cloak and dagger are irreversible binomial idioms (also lexemic); to eavesdrop and to mastermind are incorporating idioms (also lexemic), and so forth. Kick the bucket, seize the bull by the horns, to read the riot act, to fly off the handle, etc., are longest and most complex lexemic

idioms, called tournures. Special attention is given to phrasal verb idioms e.g., come down with, go through with, put up, put down, and their possible nominalizations.

Beyond the lexemic types, semantic idioms may be i. cultural idioms or ii. double sememic network idioms. The first type includes interrogative-imperatives, such as would you mind closing the window? How about a drink? Why don't you come along?, etc., the latter houses the well-known idioms don't carry coals to New-castle, don't count your chickens before they're hatched, etc. It is suggested that idiomaticity ia a language universal and a set of definitions for each type is given.

Graphic representation, handouts with examples.

A TAXONOMY OF PHONEMIC CHANGE

JAMES W. MARCHAND

University of Illinois

The major fault of modern linguistics is a lack of attention to matters of concept formation, definition, axiomatics and strategies, that is to say, to matters of theory. Nowhere is this more evident than in (taxonomic) phonemics, where an essentially non-Aristotelian concept, the phoneme, has been progressively patched up to make it into an Aristotelian concept. The perennial arguments of phonemicists, such as, "once a phoneme always a phoneme," no overlap, shared allophones, the nature of phonetic similarity, all derive from this attempt. In this paper a definition of the phoneme in Aristotelian terms is attempted, and from this definition flows, as in any good theoretical strategy, the taxonomy of phonemic change, for an entity can be said to have changed only when one of its defining characteristics has changed. The definition reads: "All phones which are mutually exclusive and phonetically most similar (as measured on a hierarchy of parameters) are said to be allophones of the same phoneme." Thus phonemic change can occur 1) through loss of a conditioning factor, etc.; i.e. changes in the first of the defining statements, 2) through attraction or driving off, i.e. changes in the second of the defining statements. Examples of each are given, offering a better explanation of e.g. OHG umlaut, the satem-rule, Gothic "umlaut", etc.

MEDIAL AFFRICATION IN NORWEGIAN AND SWEDISH: A SOUND CHANGE ON THE RUN

T.L. MARKEY

Harvard University

Medial affrication, whereby -k-/-g-)-tg-/-dj- before front vowels (dike>ditje, vägen>vadjen), is a change which once covered a vast area of central and northern Norway and Sweden, as well as Fenno-Swedish areas. It is now on the retreat as shown by chronologically ordered maps based on dialectal data excerpted from the various Scandinavian dialect archives. The affrication rule was not incorporated into standard Norwegian and Swedish. It is therefore relegated to a socially inferior position and generally avoided in the more formal speech of some dialect speakers with the rule. In contiguous dialects paradigmatic factors in the one dialect have taken precedence over phonotactic factors, while just the reverse is true in the other dialect. This refutes Kiparsky's (1971:605) claim that such may not be true in variable conditioning obtaining between two related dialects. It is also shown that grammatical conditioning is relatively more important in more formal speech among dialect speakers with the affrication rule. This is in further support of Labov et al. (1968) that the strength of the conditioning factors is dependent on the functional requirements of the speech situation. ~~Then, too, dialects are functional requirements of the speech situation.~~ Then, too, dialects are horizontally segmented into discrete age groups, each with its own grammar, with respect to implementation or non-implementation of the affrication rule. The older generation has the affrication rule, while the younger generation lacks the rule. This is a counterexample to Kiparsky's (1968: 175) claim that such a view of change is absurd. Affrication itself is demonstrably a gradual change, as reflected by generality gradients in dialectal diffusion and the temporal succesison of variants. Affrication, therefore, provides a clear counter-example to the Postal-Wang hypothesis of non-graduality in sound change. Moreover, affrication is more intense along the periphery of expansion centers, and this would imply that the rule has become more general or simpler in the course of diffusion. However, simplification as defined in the current literature does not hold in this case, and it is shown that

the notion simplification is in serious need of redefinition (or rejection), if it is to have universal application in dialectology.

LIAISON IN FRENCH

MICHAEL L. MAZZOLA

Indiana University

There seems to be general agreement among scholars in French Linguistics that a certain type of sandhi-variation in French (Liaison) is a function of "close syntactic link" (cf. Delattre, "...degré d'étroitesse entre les mots.") and "open syntactic link" on the one hand, and of the "breath goup". The liaison consonant is pronounced given a string of constituents in "close syntactic link" and a single breath group. The liaison consonant is, however, deleted given a string of constituents in "open syntactic link."

e.g.

(1) une fabrique d'armes / anglaises "a factory which makes English arms"	une fabrique d'armes / anglaise "an English factory which makes arms"
(2) un marchand de draps / anglais "a merchant of English cloth"	un marchand de draps / anglais "an English cloth merchant"
(3) C'est bien / ici. "It is indeed here".	C'est bien / ici. "It is nice here."
(4) Il a bien / écouté "He listened well."	Il a bien / écouté "He did indeed listen."
(5) Dites-le-moi quand / il viendra. "Tell me (it) when he comes."	Dites-moi quand / il viendra. "Tell me when he is coming."

To account for this phenomenon it will be assumed in this paper that the nature of the open and close syntactic link is defined by the degree of embedding of constituents. By making use of the concept of the transformational cycle, intonation contours will be assigned. It is then the intonation contour which will determine the deletion of liaison consonants at certain points in the derivation.

LOW LEVEL PHONOLOGICAL RULES AND SYLLABIFICATION IN ENGLISH

LARRY NESSLY

University of Michigan

In his recent paper "Aspiration, Tenseness, and Syllabication in English" (1971), Hoard proposes a scheme of syllabification to account for a number of low level phenomena. In this scheme syllable divisions are based on an earlier application of stress. I argue against this scheme on three grounds: 1) the proposal cannot use syllable boundaries to predict stress; 2) the underlying stress scheme is wrong; and 3) the proposal violates ~~generally violates~~ generally valid universals of syllabification, in addition to being quite an unusual scheme.

With respect to the low levelrules that Hoard considers, I argue 1) that consonant tensing and vowel lengthening are related to nonreduced syllables rather than stress; 2) that liquid devoicing is independent of syllables; 3) that n velarization is related to the familiarity of the word; 4) that palatalization is not generalized adequately by Hoard's scheme; and 5) that vowel tensing and shifting are left unaccounted for.

The syllabification scheme that I use involves making single consonants syllable-initial, splitting obstruents, and syllabifiying longer clusters through a constraint on admissibility of syllable-initial clusters. A language-specific adjustment, which applies to native forms and quite nativized loans, closes a stressed open syllable if a consonant follows. This scheme allows prediction of stress and a better account of palatalization and vowel tensing and shifting.

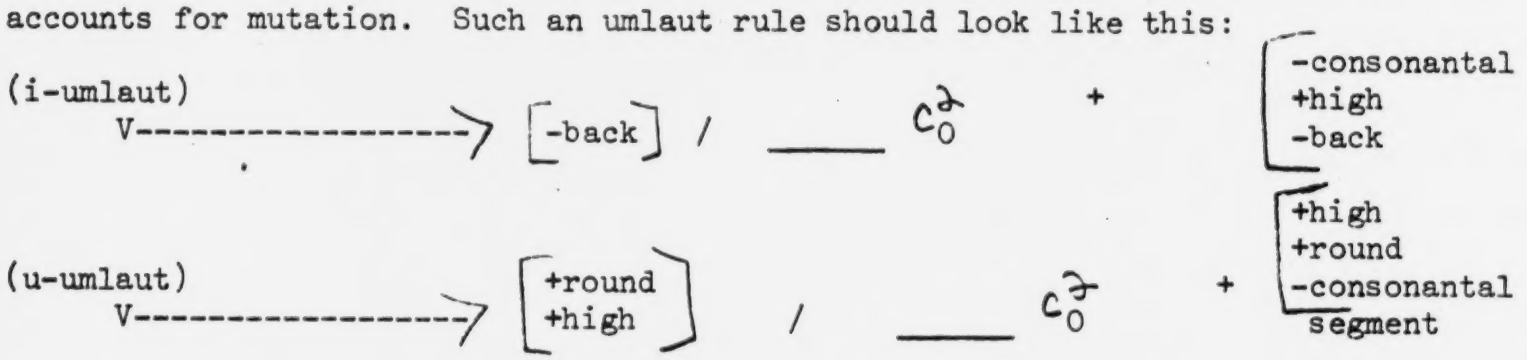
PROBLEMS WITH SYNCHRONIC GENERATIVE PHONOLOGY

KYLE PERKINS

University of Michigan

This paper will examine the difficulties involved in doing a synchronic generative phonological analysis of Old Norse; specifically we will examine umlaut phenomena. If one does not consult reconstructed forms or historico-comparative analyses, there are many

difficulties with positing an umlaut rule to account for vowel mutation. The synchronic evidence in Old Norse for positing an umlaut rule which states that mutation in the sound of a vowel caused by its assimilation to a vowel or semivowel occuring in the next syllable but now generally lost seems to be equally weighted with any ad hoc measure that accounts for mutation. Such an umlaut rule should look like this:



Evidence for and against such umlaut rules suggested above are the following: the first, second, and third person present indicative singular forms of grafa have e in the stem syllables. There is not surface evidence that would lead one to postulate an umlaut which has a high, syllabic element in the following syllable; one might just as easily posit an alternation rule for the two forms:

Inf.	Indicative Pres. Sg.	
grafa	1 gref	
	2 grefr	"to dig"
	3 grefr	

But there are other forms that show mutation and even retain the umlauting factor:

Sg. nom	Sg. dat.	
dagr	degi	"day"

Although I will cite in my presentation many forms that discount an umlaut rule in favor of ad hoc conventions, I still favor the umlaut rule because assimilation is a natural language phenomenon found in almost all the known languages of the world.

QUESTIONS ON THE OBJECTIVE CONJUGATION IN THE SAMOYEDIC LANGUAGES

ELAINE K. RISTINEN

Bloomington, Indiana

Every Samoyedic language has a conjugation type that can be called 'objective'. Its forms have been catalogued, but contradictory, inconsistent, and unsupported statements

about its function continue to appear in print. Obviously the function is only partly understood, and there has been an unfortunate tendency to call usage of the different conjugations in these languages 'irregular', when it is probably just not yet well understood. Some theoretical insights that are helping to unravel principles of usage of Slavic aspectual forms may contribute to the understanding of the Samoyedic conjugations. Among these is the concept of privative opposition (applied over 40 years ago by Jakobson to the Russian verb). I shall attempt to show how such considerations might be applied to the analysis of the conjugations in Samoyedic.

Nenets ("Yurak Samoyed") Conjugations (northern Samoyedic)

1) O(bjective) = verb stem + object number affix + 0 subject person affix + 0 subject number affix
2) S(ubjective) = verb stem + S subject person affix + S subject number affix
3) R(eflexive) = verb stem + conjugation marker + R subject person affix + R subject number affix

Sel'kup ("Ostyak Samoyed") Conjugations (southern Samoyedic)

1) O(bjective) = verb stem + 0 subject person affix + subject number affix
2) S(ubjective) = verb stem + S subject person affix + subject number affix

(In Sel'kup, the S and O conjugations differ only in 1st sg., 2nd sg., 3rd sg., and 3rd dual forms; furthermore, O forms occur only with transitive verbs, although transitive verb stems may occur with both S and O affixes.)

GERMANIC-LATIN-OSCO-UMBRIAN CORRESPONDENCES

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The isoglosses of Germanic and Latin as well as Osco-Umbrian are re-examined in the light of their cultural significance. Beside the important features in their social, economic, religious and political life shared by the ancestors of the Germanic, Osco-Umbrian, Celtic and Latino-Faliscan peoples, a significant set of cultural terms not occuring in Celtic indicate a closer relationship between the Germanic and the Latin and Italic groups prior to the movement of the latter to their southern peninsular home. Whereas the terminology shared by the three groups involved reflects the hierarchized

tripartite pattern of Indo-European society described by G. Dumézil and E. Benveniste, the isoglosses binding Germanic and Italic after the departure of the ancestors of the Latino-FAliscans reflect a modified structure of the concept of sovereignty, as appears from the analysis of Oscan meddíss (: ON mjǫtuǫ̆r) and the Gmc. *peuǫ̆anaz.

Special attention is also given to the religious terminology (e.g., Lat. flamen : ON blotgoǫ̆i), as well as names of manufactured instruments reflecting the advancement of culture. The common use of *aves- for 'copper, bronze' provides a clue for the dating of the contact periods in the early bronze age, as far back as the second millenium B.C.

THE PROCESS OF SYNCOPE AS A UNIVERSAL RULE

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Syncope, i.e. the synchronic process by which a short or lax vowel is deleted between two consonants (usually in word medial position), occurs in the grammars of a variety of languages, such as Afghan Persian (Walch 1971), Caddo (Chafe 1968), Klamath (Kisseberth 1972), Spanish (Saciuk 1969), Tonkawa (Kisseberth 1970c), Yawelmani (Kisseberth 1970a). This paper discusses the formulation of Syncope and its role in motivating the necessity of derivational constraints in phonological theory. The universality of Syncope is further supported by variants of this general process found in French schwa deletion (cited in Lightner 1970), the vowel dropping rule in Piro (Kisseberth 1970b), and the deletion of jers in Russian (Lightner forthcoming).

A PHONOLOGICAL CONSPIRACY

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Latin (V̆V̆C, V̄V̄C, V̆V̄C, V̄V̆C) > Romance (V̆V̄C, V̄V̆C)

The purpose of this paper is twofold. I show, first, that certain phonological phenomena in Romance, in particular rafforzamento or strengthening of word initial consonants in Italian and diphthongization, are predictable consequences of a more

general phonetic phenomenon: the collapsing of the length syllable types from four to two. To say it in another way, such processes conspire against underlying representations which don't conform to the $\breve{V}C/\bar{V}C$ type of syllable structure.

On the basis of such arguments, it is suggested that the rules of a phonological system divide themselves into two major sets, significantly different in nature: the set of those rules characterizing phonetic constraints (PC rules, hence) and the set of those rules characterizing phonological (lexical) processes (PR, hence). It is proposed in this connection that synchronically only PC statements can claim some kind of mental reality as they define open sets, as opposed to PR statements which generalize over closed lexical sets. Diachronically, only PCs are proper characterizations of the notion sound change, as PRs are roughly predictable functions of historical developments in PCs.

It is claimed, in conclusion, that internal evidence is available to show that the prime mover in the development of Neo-Latin speech is the reduction in the length types of VC syllables.

LEARNED WORDS AND FRENCH PHONOLOGY

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Among languages which have borrowed a large body of lexical items from their own history (from one of their earlier stages), and which show as a result a partition of the vocabulary into what have been called non-learned and learned forms, certain basic questions arise involving phonotactics, morphological relatedness, and the justification of phonological rules. These questions will be investigated on the basis of French data. With respect to phonotactics, for example, the learned French vocabulary shows different segmental inventories, distributions, and consonant clusters compared to the non-learned vocabulary, although the role of a morphological distinction ($\pm$ learned) in predicting these phonotactic constraints has not been fully realized. In terms of morphological relatedness, the existence of a large body of learned forms "beside" their non-learned

counterparts and the consequent existence of doublets can pose problems for the phonology, since if the doublets are derived froma common underlying representation the phonology will necessarily be very abstract. Finally, the distinction between those phonological rules and underlying representations which are justified solely because of the existence of the learned segment of the lexicon, and the rules which are motivated within the non-learned part of the vocabulary can provide a basis for a reanalysis of French phonology. Needless to say, none of the questions of phonotactics, underlying representation and phonological rule are related, but when viewed together, they give some indication of the dominant role of the (±learned) distinction in French phonology.

THE EVIDENCE FOR PHONOLOGICAL RULES IN ROMANCE LANGUAGES

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The use of lexical stratification features (e.g.[+/-native]) in the phonological description of Romance and other languages is widely accepted as a means of explaining abstract relations between superficially distinct lexical items. Such a position entails the assumption that the assignment of the lexical items and the phonological processes to the appropriate subclass (either [+native] or [-native]) can be achieved by the linguist, and more significantly by the speaker, in a non-arbitrary way. However, this claim has never been supported by clear evidence. It will be shown here that a strong version of the lexical stratification hypothesis is meaningless in a psychologically valid linguistic framework because its underlying assumptions are wrong and/or inconsistent.

Taking as a point of reference Harris' treatment of Spanish and Saciuk's more theoretical considerations (also concentrated on Spanish) it becomes clear that the set of [+native] rules is not determinable on the basis of an exclusively synchronic analysis of the language since the relevant processes do not have a constant and unique characterization. The same observation holds also for lexical items. It appears then that this is a case where a diacritic feature has been abused for the sake of a specious explanation

on the phonological level, a situation which is exactly the reverse of the violation of some alternation condition.

A meaningful phonological description of a Romance language is consequently much more shallow in derivational depth, specifically excluding the added depth drawn from the inconclusive evidence of historically related lexical items. The description will gain in generality and plausibility. The relations between lexical items will be determined on the lexical, not the phonologial level.